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ABSTRACT

Career Information Packets is an individually oriented career exploration program developed for high school students. The program goals are to: (1) assist students in becoming aware of their patterns, of values, interests and aptitudes in relation to the world of work; (2) to assist students in making tentative career choices; and (3) assist them in planning and implementing their tentative career choices. There are 68 lessons that range from self-awareness to job-seeking skills. Participants contract with a counselor, based on their needs, for independent study. The final results for students are tailor-made career planning and decision making. (Author/BMW)

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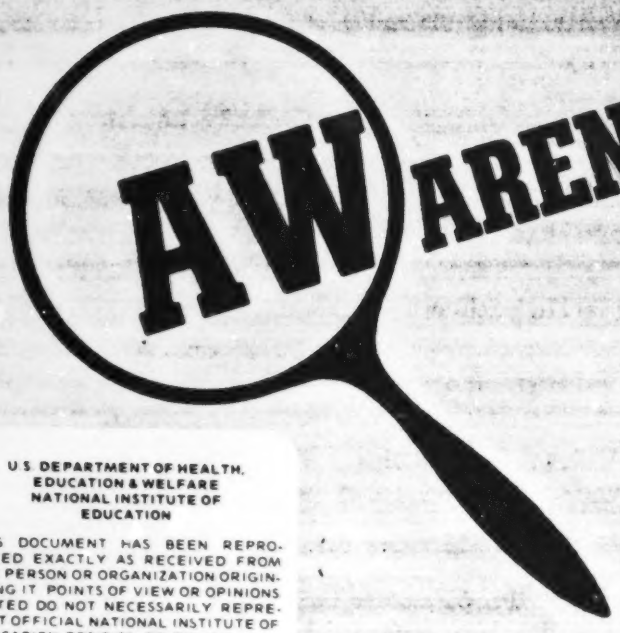
EXPANDING CAREER AWARENESS with cips



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Workshop Title: VEG and CIPS,
SPRINGBOARDS FOR DECISION MAKING

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Simi Valley High School
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For: Planning and adapting the CIPS program at Simi Valley High School

introduction

PURPOSE: Career Information Packets (CIPS) is an individually oriented career exploration program developed for high school students.

The goals of the program are to:

1. Assist students in becoming aware of their pattern of values, interests and aptitudes in relation to the world of work.

2. To assist students in making tentative career choices.

3. To assist students in planning and implementing their tentative career choices.

NATURE OF THE PROGRAM: The program consists of 67 individually oriented (do-it-yourself) instructional units which form a career exploration sequence. Each unit takes approximately 50 minutes to complete and is designed for student use with a minimum of assistance and direction.

CREDIT: Students will receive one unit of credit for each 12 CIPS that are completed. A maximum of five units of credit is allowed. CIPS may be worked on at anytime, tenth through twelfth grade, with credit assigned accordingly. When a student elects to receive credit for his work, a credit contract is established between he and his counselor spelling out the requirements for credit. Each CIP that is completed is signed by the career guidance technician and placed and recorded in the student's file in the CGC.

COUNSELING: An individual counseling appointment is required of the student to initiate the CIPs program for credit. Here personalized needs and goals are established. In addition, the credit contract will require a counseling appointment each time the student completes 6 CIPS. In this way the student works independently but receives counseling at periodic intervals to focus on the progress of his career exploration.

cips

a.1 A Look at Yourself
2 What Do You Value?
3 Your Values
4 Accepting Yourself
5 Your Personal Strengths
6 Your Personality
7 The Way You Were
8 Patterns
9 Your Friends
10 Other People
11 Your Life In Ten Years
12 People in Your Future
13 How Will You Cope?
14 Your Personality Type

b.1 Know Your Career Center
2 Your Occupational Strengths
3 A Career Autobiography
4 Jobs Around Us
5 Getting What You Want in School
6 Job-O Survey
7 COPS Survey
8 Job Experience Kit
9 Occupational Exploration Kit
10 Self Directed Search (SDS)
11 SAAS
12 Occupational Outlook
13 Interest Check List
14 Encyclopedia of Careers I
15 Encyclopedia of Careers II

c.1 Filmstrip Projector
2 Audio Tape Cassette
3 View Cards with Reader
4 Job Site Field Trip
5 Career Speakers
6 Career Films
7 Career Library Books
8 Open Drawer File
9 DAT

d.1 Indepth Study of a Career
2 Communications and Media
3 Construction
4 Personal Services
5 Social and Public Service
6 Marketing and Distribution
7 Marine Science
8 Manufacturing
9 Hospitality and Recreation
10 Fine Arts and Humanities
11 Health
12 Transportation
13 Environment
14 Consumer and Homemaking
15 Business and Office
16 Agri-Business and Natural Resources

e.1 ROP
2 Work Experience
3 Job Resumes
4 Letter of Application
5 Job Application Forms
6 Presenting Yourself
7 Planning for the Interview
8 Job Characteristics Kit
9 College Entry View Deck
10 View Cards with Reader
11 College Catalog Vocabulary
12 College Admission Requirements
13 College Applications

cips

PROCEDURES FOR GUIDANCE PERSONNEL

Obtaining Credit:

- Student requests credit contract from counselor. Contract specifies career goals and tentative sequence of CIPS. It is signed by the student and the counselor.

- Upon completing 12 (twelve) CIPS, the counselor awards the student 1 (one) unit of credit for course no. 984, Career Exploration.

- A grade and credit report form is issued by the counselor - one copy to the student, one copy to the records secretary and one copy in the student's career guidance file.

- The records secretary puts the credit on the computer records.

Design of CIPS: No grade levels are indicated since the developmental clock is different for each student. CIPS a.1 through a.14 are concerned with self-awareness, values, strength-building, personality and inter-personal relationships. CIPS b.1 - b.16 expose the student to basic self-assessment and career exploration. CIPS c.1 through c.9 help the student to use more sophisticated materials and career exploration techniques. CIPS d.1 - d.16 guide students through job exploration in each occupational cluster area using a variety of information sources. Finally, CIPS e.1 through e.13 encourage students to investigate post high school alternatives and specific job skills such as preparing applications and resumes, participating in mock interviews, and exploring on-campus work experiences and job training options.

Each CIP begins with a statement of purpose, to advise the student of what it is about and what skills or knowledge can be gained from it. Students are further provided with a list of materials or resources needed to complete the CIP. Activities and directions are stated simply and clearly; in most cases all tasks are completed on the sheet. At the conclusion of the CIP, a signature is requested, to provide for informal monitoring of a student's progress.

How To Use the CIP: Determine the nature of the student's need for the use of the CIP.

- Explain the planned sequence of the CIPS as you peruse the list together.
  - a - Self-Awareness/Values
  - b - Self-Assessment/Career Awareness
  - c - A Closer Look at Careers
  - d - In-depth Career Exploration
  - e - Alternatives/Planning and Action

(over)

- After the student chooses a CIP, glance at it to see if in-depth supportive information is needed before the student begins. Test forms or other materials may be needed.

- Advise the student that a thoughtful, unhurried approach to a CIP is best.

- Students should be allowed to work alone by encouraged to ask questions if something is not clear.

- After the student has completed the CIP, it should be reviewed carefully to determine if the objectives have been reached before signing for credit.

- Teachers or counselors should be informed of the student's progress.

- The CIP should be placed in the student's file where it will be available for student, teacher, counselor or parent use.

Maintenance of CIPS: For inventory purposes, it is best to keep approximately 50 copies of each CIP continually on file.

- Store CIPS in individual files with the number and name of each.

- Post a numbered list of the CIPS next to the drawer files for easy selection by all users.

ROYAL HIGH SCHOOL GUIDANCE DEPARTMENT

CAREER INFORMATION PACKETS
CONTRACT for CREDIT

_____ _____
Name Grade

Career Exploration Goal(s):_____

_____

_____

_____

CIPS plan:_____

a. 1 2 3 4 5 6 7 8 9 10 11 12 13 14

b. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

c. 1 2 3 4 5 6 7 8 9

d. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

e. 1 2 3 4 5 6 7 8 9 10 11 12 13

Counselor's comments:_____

_____

_____

I understand the following conditions:

1. For every 12 CIPS that I complete I will receive one credit for Career Exploration (Course No. 186).

2. A maximum of five credits may be earned for Career Exploration.

3. A counseling interview must be arranged after every six CIPS to review and discuss career exploration progress.

We, the undersigned, agree to the above conditions.

_____ _____
Student Counselor

_____
Date

NAME_____

CIPS RECORD FOR CREDIT

Directions: Record the name and number of each CIP in order of completion.

1.

2.

3.

4.

5.

6.

Appointment with counselor

_____
Counselor's signature

7.

8.

9.

10.

11.

12.

Appointment with counselor
One Unit of Credit granted

_____
Counselor's signature

13.

14.

15.

16.

17.

18.

Appointment with counselor

_____
Counselor's signature

19.

20.

21.

22.

23.

24.

Appointment with counselor
One Unit of Credit granted

_____
Counselor's signature

25.

26.

27.

28.

29.

30.

Appointment with counselor

_____
Counselor's signature

31.

32.

33.

34.

35.

36.

Appointment with counselor
One Unit of Credit granted

_____
Counselor's signature

CIPS RECORD FOR CREDIT

37.

38.

39.

40.

41.

42.

Appointment with counselor

_____

Counselor's signature

43.

44.

45.

46.

47.

48.

Appointment with counselor
One Unit of Credit granted

_____

Counselor's signature

49.

50.

51.

52.

53.

54.

Appointment with counselor

_____

Counselor's signature

55.

56.

57.

58.

59.

60.

Appointment with counselor
One Unit of Credit granted

_____

Counselor's signature

a look at yourself

cip a.1

NAME_____

DATE_____

purpose

This cip is designed to help you to take a good look at some of the qualities that make you unique. (What you write in this cip will be kept confidential unless you choose to show it to someone.)

resources

None

activities

1. Make a list of three people you respect and admire. (They may be famous people or some of your friends, neighbors, the mailman, etc.) For each person on your list explain the particular trait which makes you include this person in your list.

People	Reason
1.	1.
2.	2.
3.	3.

2. Sit by yourself for a few minutes. Get into a relaxed position, close your eyes and try to put everything out of your mind except yourself. Think about yourself. What are the good things about you? In the space below, list five good things about yourself and explain why you think each is good.

3. Make an appointment with the Career Center Tech to make a personal tape, which will last only about a minute. Before you make the tape, you may want to think about what you'll say. Just think about who you are, what you like, what's important to you, where you're going, etc. Then listen to the playback. In the space provided below, write your reaction to the experience.

4. One way to express yourself is through metaphor. Write out two metaphors for yourself. Example: I'm a plate of ice cream (cold and sweet). You may want to ask a friend or classmate to help you with this.

a. I am a _____

b. I am a _____

Now explain your metaphor:

a. _____

b. _____

5. Have the Career Center Tech sign this sheet.

6. Place the cip in your folder in the Center.

Signed by_____

a career autobiography cip

b.3

NAME _____

DATE _____

purpose

Writing things down about yourself helps in thinking about who you are. By answering questions on the back of this page you will be able to write an autobiography which will be basic information for your career exploration.

resources

None

activities

1. Define "autobiography." If you need help, use a dictionary.

2. Answer the following questions. Take time to think about your answers.

When was I born?

What schools have I attended?

What classes do I like best?

Have I traveled? If so, where?

What are my special talents or skills?

What are my interests and hobbies?

Why do I like these things?

What's the most satisfying experience I've ever had?

If money was not a problem, what would you like to do more than anything else?

3. Using your imagination, describe the job you would like to have in 10 years. (write a short paragraph).

4. Have the Career Center Tech sign this sheet.

5. Place the cip in your folder in the Center.

Signed by _____

your personality

cip a.6

NAME _____

DATE _____

purpose

When you complete this cip, you will have a clearer picture of your own personality.

resources

You may do this cip with a partner who knows you well or by yourself. If you use a partner, do numbers 1, 2, 3, 6, 7. If you work alone do numbers 1, 4, 5, 6, 7.

activities

1. From the traits listed below, select the six which show best what kind of person you are:

courteous	independent	humorous	sensitive
dependable	calm	tactful	jealous
caring	loyal	decisive	shy
enthusiastic	moral	dominant	modest
friendly	neat	happy	moody
healthy	open-minded	sad	thrifty
honest	punctual	serious	

Define the traits you chose. Use your own words; do not use a dictionary.

Word	Definition
_____	_____
_____	_____
_____	_____
_____	_____

2. Ask your partner to select 6 words from the list which describe your personality. He should not see your list. Give him your paper and have him write them here. Then do the same thing for your partner.

_____ _____ _____

_____ _____ _____

3. Meet with your partner. Compare his list about you with your list about yourself. Discuss the similarities and differences. Ask your partner why he selected the traits he did to describe you. Then reverse roles.

4. Look at the list you made in #1. For each word, describe something you do that shows that the trait is true.

I am:	Because:
_____	_____
_____	_____
_____	_____
_____	_____

5. Write a brief paragraph describing how you see yourself as a person. In other words, who are you?

6. Three things I learned about myself from doing this cip are:

1. _____
2. _____
3. _____

7. Have the Career Center Tech sign this sheet.

8. Place the cip in your folder in the Center.

Signed by _____

patterns

cip a.8

NAME _____

DATE _____

purpose

If you look closely at your behavior, you can usually see some patterns. When you complete this cip, you will know more about yourself from observing the behavior patterns that affect your daily life.

resources

This cip requires a partner. Someone who is doing the same cip who knows you pretty well is best.

activities

1. You can learn a lot about yourself by looking at the things that make you uncomfortable. Using the attached "Near or Far" list, rate your willingness to be close to each person or situation listed. (1 = very close; 5 = very far)

2. Look over your ratings on the "Near or Far" list. What do your ratings tell you about your values and your needs? After you've looked over your rating sheet, complete the following

Three things I really care about are:

1. _____

2. _____

3. _____

Three things that really disturb me are:

1. _____

2. _____

(1=very close, 2, 3, 4, 5=very far)

"NEAR AND FAR"

____a symphony orchestra

____old people

____a fire

____a hospital

____a person with bad breath

____a cheer leader

____a black cat

____school on Saturday

____the number 13

____someone with a skin rash

____a roller coaster

____strangers

____people with long hair and no shoes

____a school principal

____your grandmother

____your counselor

____a rough ocean

____the top of a toll bridge

____driving a speeding car

____a garbage man

____the edge of a cliff

____a museum

____small animals

____large animals

____a friend in trouble

____your brother or sister

____your parents

____flowers

____sick people

____things that smell bad

____a room full of strangers

____church

____ferris wheel

____dark streets in a large city

____people of a different race

____a basketball game

____someone collecting for charity

____guns

____motorcycle

____nuns

____doctors

____musical concerts

____beggars

____poor children

*This list is adapted from Search for Values Kit, Dayton, Pflaum Standard, 1972.

3. _____

Three things that I need are:

1. _____

2. _____

3. _____

3. Exchange "Near or Far" sheets with your partner. Look over each other's list after he/she has looked and then answer the following, writing on each others cips:

My partner really cares about:

1. _____

2. _____

3. _____

My partner is disturbed by:

1. _____

2. _____

3. _____

My partner needs:

1. _____

2. _____

3. _____

4. Look over the responses in #2 and 3. Write out some ways in which your behavior patterns might limit or broaden your life in the future. You may discuss this with your partner:

Behavior patterns which may limit my life:

Behavior patterns which may broaden my life:

5. Have the Career Center Tech sign this sheet.

6. Place the cip in your folder in the Center.

Signed by _____

people in your future

cip a.12

NAME _____

DATE _____

purpose

This cip will help you to think about some of the people in your future life.

resources

None. The cip may be done with a partner.

activities

1. Think about yourself in ten years. What other people do you see in your life? If you expect to marry, describe your ideal marriage. Comment on the following: relationships with parents (his/hers & yours), children, free time, money, independence and friends. If marriage is not part of your future, consider some of the ideas listed in this activity.

2. In a few sentences, discuss some of the advantages and disadvantages of marriage.

3. Interview any parent about the advantages or disadvantages of having children, or write out what you see as the advantages or disadvantages of having children.

4. If marriage and family is not part of your future, interview an adult who lives life the way you want to live your life and describe the advantages and disadvantages.

5. Describe your ideal life.

6. List two things you learned doing this cip.

1. _____

2. _____

7. Have the Career Center Techsign this sheet.

8. Place the cip in your folder in the Center.

Signed by _____

know your career center cip

b.1

NAME _____

DATE _____

purpose

You will know the resources and the information available in the Career Center.

resources

Everything in the Career Center.

activities

1. Walk around the Center. Make a list of all the stations you see. (A station is a place where one particular resource is found.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2. List the names of the people who work in the Center. Next to each name, write the job each person does. If you're not sure, ask.

Person	Job
_____	_____

_____ _____

_____ _____

_____ _____

3. List all the machines you see in the Center.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

4. Interview the Career Guidance Technicians. Using the information you gather, answer the following questions:

During what hours is the Career Center open?

Name three surveys (tests) which are available to you in the Center.

1. _____
2. _____
3. _____

Using the INDEX, look up resources for three occupations.

1. _____
2. _____
3. _____

Name a resource where you can get local, state and national information.

1. _____

Signed by _____

indepth study of a career

cip d.1

NAME: _____

DATE: _____

purpose

You will have explored one career in depth using several resources in the Career Center.

resources

1. View Cards with Reader
2. Film Strips with Projector
3. Tapes with Recorders
4. Career World
5. General Occupational Files
6. Finney Books

activities

1. If you have not already done so, take a preference survey (cip B.7 will help you do this)

2. Select two resources from the list above.

3. Use these resources and find information about the career you selected based on your interest inventory results.

4. Answer the questions on the back of this sheet.

5. Have the Career Center Tech sign this sheet.

6. Place the cip in your folder in the Center.

career speakers

cip
c.5

NAME: _____

DATE: _____

purpose

After listening to a speaker talk about a specific career you will have enough information to answer the questions on the back of this page.

resources

1. Career Speaker
2. Permission Slip or CGC ticket

activities

1. Find out the dates and career for speakers who will be coming to speak in your Career Center.

2. Choose a career that interests you and ask the Career Center if it is possible for you to come to hear the speaker.

3. If you must miss a class in order to hear the speaker, be sure to get a ticket from the CGC or bring a permission slip from your teacher. The decision to miss class must be made by your teacher.

4. Listen to the speaker and answer the questions on the back of this sheet.

ANSWER THE FOLLOWING QUESTIONS:

1. What is the name of the career you have selected?

2. What two resources did you choose?

   1. _____

   2. _____

3. Answer the following about the career. According to Resource No. 1:

What are the training/educational requirements for this occupation?

What are three personal characteristics that are valuable in this career?

1. _____

2. _____

3. _____

What is the occupational outlook for this career?

According to Resource No. 2:

What are the training/educational requirements for this occupation?

What are three personal characteristics that are valuable in this career?

1. _____

2. _____

3. _____

What is the occupational outlook for this career?

Were there any differences in the information provided by the two resources? If so, what were they?

Signed by _____

planning for the interview

cip e.7

NAME _____

DATE _____

purpose

When you complete this cip you will be able to prepare for an interview and be familiar with some questions frequently asked during an interview.

resources

1. Filmstrip, "Your Job Interview"

2. The attached sheet called "Questions Frequently Asked During the Employment Interview"

3. This cip must be done with a partner who is doing the same cip.

activities

1. Watch the filmstrip, "Your Job Interview."

2. Answer the following questions:

   What would your prospective employer want to know about you?

   What is the strongest asset you could have in an interview?

   The main difficulty with workers stems from _____ problems (as stated in the filmstrip)

Take a mental look in your closet. From the clothing there, describe an outfit you might wear to an interview.

3. Read "Questions Frequently Asked During Employment Interview," (attached). Choose ten questions from the list to use during your interview. Write them here.

4. With your partner decide who will be interviewer (interviewing) and who will be the interviewee (being interviewed). Conduct a short mock interview. Afterwards, fill out the following about the interviewee. Then reverse roles, and do the same thing again.

Interview Evaluation

My partner's strengths:

Things which my partner might improve:

5. Have the Career Center Tech sign this sheet.

6. Place the cip in your folder in the Center.

Signed by _____

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. How did you spend your vacations while in school?
10. What do you know about our company?
11. Do you feel that you have received a good general training?
12. What qualifications do you have that make you feel that you will be successful in your field?
13. What extracurricular offices have you held?
14. What are your ideas on salary?
15. How do you feel about your family?
16. How interested are you in sports?
17. Can you forget your education and start from scratch?
18. Do you prefer any specific geographic location? Why?
19. Do you have a girl? Boyfriend? Is it serious?
20. How much money do you hope to earn at age 30? 35?
21. Why did you decide to go to this particular school?
22. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
23. What do you think determines a person's progress in a good company?
24. What personal characteristics are necessary for success in your chosen field?

25. Why do you think you would like this particular type of job?

26. What is your father's occupation?

27. Tell me about your home life during the time you were growing up.

28. Are you looking for a permanent or temporary job?

29. Do you prefer working with others or by yourself?

30. Who are your best friends?

31. What kind of boss do you prefer?

32. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?

33. Can you take instructions without feeling upset?

34. Tell me a story!

35. Do you live with your parents? Which of your parents has had the most profound influence on you?

36. How did previous employers treat you?

37. What have you learned from some of the jobs you have held?

38. Can you get recommendations from previous employers?

39. Do you feel you have done the best scholastic work of which you are capable?

40. What do you know about opportunities in the field in which you are trained?

41. How long do you expect to work?

42. Have you ever had any difficulty getting along with fellow students and faculty?

43. What is the source of your spending money?

44. Do you own any life insurance?

45. Have you saved any money?

46. Do you have any debts?

47. How old were you when you became self supporting?

48. Do you attend church?

49. Do you like routine work?

50. Do you like regular hours?